

# Busy Lizzy Nursery

Fant Hall, Fant Lane, Maidstone, ME16 8NN

<b>Inspection date</b>	22/04/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure in their environment.
- Effective arrangements are in place to work with other early years providers and professionals in order to understand and meet children's individual needs.
- Positive and friendly relationships with parents make them feel valued and supported, and they are informed about their children's day at nursery.

### It is not yet good because

- Staff are not making full use of the outdoor areas as good quality learning environments, which limits opportunities for children to explore and investigate.
- Some younger children new to the setting find it difficult to communicate and understand the routine of the day, as there are few visual prompts to support them.
- Staff do not effectively promote children's literacy skills because they provide an uninviting book corner, which children rarely use.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector looked at a selection of documentation, including key policies to support the safety of the children and children's learning and development records.
- The inspector observed children engaged in activities indoors.
- The inspector and manager undertook a joint observation of an indoor activity.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- Five parents were interviewed and their views taken into account.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

Busy Lizzy Nursery re-registered in 2013 under new ownership. It operates from a community hall in Maidstone, Kent. It is open Mondays and Thursdays 9.15am to 3.15pm and Tuesday, Wednesday and Fridays from 9.15am to 12.15pm, term time only. Children have access to an enclosed outdoor area.

The nursery is registered on the Early Years Register. There are currently 40 children on roll in the early years age. The nursery is in receipt of funding to provide early education. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are currently nine members of staff, five of which hold an appropriate early years qualification to National Vocational Qualification in early years at level 3.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop the outdoor learning environment where children can explore and make sense of the natural world
- provide visual aids for younger children to help them understand the routine of the day and express their needs
- create an attractive and comfortable book area, where children and adults can enjoy books together and where children will be encouraged to learn how to care and look after books.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are happy and settled at the nursery, where they enjoy a suitable range of activities and experiences that generally cover all areas of learning. They enjoy playing with small-world toys and construction kits, manipulating shapes and learning the names and features of two-dimensional and three-dimensional shapes. Children are absorbed when invited to investigate different materials such as dough, paints and glue. Most staff develop children's thinking skills by asking them open-ended questions and inviting them to express their thoughts and ideas. However, this is less successful with those younger children who find it difficult to express their ideas or find it difficult to follow routines when

new to the setting.

Teaching across the nursery is variable. Children are not always engaged in activities that capture their interest and motivate them to learn, which is more evident when the group are packing away at the end of the session. Some children are developing an awareness of letters and are beginning to write some recognisable letters in their name. Although the book area is adequately stocked, it is poorly presented and is used very infrequently by the children. Consequently, opportunities to introduce children books to promote their interest in reading are limited.

The records for individual children show that staff clearly observe and record children's achievements. They appropriately link these observations with areas of learning and record details of children's next planned steps for development. Key persons demonstrate a sound understanding of children's progress and record these details, and link them with planning. The manager currently includes a tracking system of monitoring all learning levels across the provision. This helps staff to narrow any gaps in children's ongoing achievement. There are recorded processes to show that staff gain advice and support for individual children attending with specific learning needs.

Parents provide details about their children when they start and this helps staff to recognise children's early capabilities. Staff and parents have daily discussions about what the children have enjoyed that day, and how their learning and development is coming along. Parents appreciate these discussions and how they have access to the children's learning journals to view the progress they are making.

### **The contribution of the early years provision to the well-being of children**

The nursery has effective systems to allocate key person staff and this enables all staff to learn about children's characteristics and develop close links with their families. Staff show strong levels of engagement with individual children when they first arrive. This positively welcomes and reassures younger children and encourages their sense of belonging. Staff include regular daily routines and children learn to follow these. They have ample choice throughout the session, which encourages children to make decisions. For example, children self-register when they arrive. They choose when to have snacks and they competently practise pouring their own drinks. Most children use the toilets independently and they often politely ask for permission. They know how to find tissues when they need these and they follow staff instructions to put their tissues in the bin. They are developing the skills they need to prepare them for moving on to school.

Children learn to follow the nursery rules such as using 'kind hands' and staff encourage children to think about each others' feelings at all times. Staff generally remind children not to run indoors or move too quickly between the furniture. This increases their awareness of safety and their responsibility to manage their own movements. Photographs show pictures of children playing outdoors and taking part in physical play. However, staff are not making full use of the outdoor areas to support those children who learn better outdoors. Consequently, staff miss opportunities to promote children's

understanding of the natural world. Children start to take on responsibilities such as putting toys away at the end of the session or show increasing skills in safely using tools such as scissors.

### **The effectiveness of the leadership and management of the early years provision**

Overall, the manager shows a sound understanding of the safeguarding and welfare requirements and satisfactorily supports their learning and development within the educational programmes. All the required documentation to help promote children's welfare is in place and appropriately maintained. There are sound recruitment and induction procedures to help ensure staff are suitable to work with children. Safeguarding procedures are satisfactory and staff are aware of their responsibilities. The manager is currently booking staff on child protection training to update their knowledge in this area of childcare. Staff maintain a secure environment and take adequate steps to minimise hazards to children.

The manager demonstrates a committed approach to improving opportunities for the children. She has development plans in place. She works closely with the staff team to address areas where improvement is needed, so to raise standards in the nursery. The nursery has undertaken a self-evaluation process, which they review to ensure the parents and staff contributes to the document, such as questionnaires. In addition, the manager seeks additional support from the local authority improvement partner to support their implementation of the educational programmes, enabling satisfactory continuous improvement.

The nursery works in partnership with parents to deal with any concerns they may have about aspects of the care their children receive. Parents express positive comments about the nursery, particularly about how quickly their children have settled and how happy their children are to come to the setting. They comment on how welcoming and helpful staff are and the good support and progress their children make. Staff seek support for any individual children's needs through partnership working with other professionals and outside agencies. This demonstrates the provider's commitment to working with parents and enhancing the involvement of parents in children's learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY471122
<b>Local authority</b>	Kent
<b>Inspection number</b>	940218
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Teddy Bears Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01227765142

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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